

# Advanced Training in Adolescent and Young Adult Medicine

## Proposed learning, teaching and assessment programs summary

### ENTRY CRITERIA

#### Summary of proposed changes

- No proposed changes

<b>CURRENT REQUIREMENT</b>	<p>Prospective trainees must:</p> <ul style="list-style-type: none"> <li>• have completed RACP Basic Training, including the Written and Clinical Examinations</li> <li>• hold a current medical registration</li> <li>• have been appointed to an appropriate Advanced Training position</li> </ul>
<b>PROPOSED REQUIREMENT</b>	<p>Prospective trainees must:</p> <ul style="list-style-type: none"> <li>• have completed RACP Basic Training, including the Written and Clinical Examinations</li> <li>• hold a General medical registration with the Medical Board of Australia if applying in Australia, or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practicing certificate if applying in Aotearoa New Zealand.</li> <li>• have been appointed to an appropriate Advanced Training position</li> </ul>

### PROFESSIONAL EXPERIENCE

#### Summary of proposed changes

- Core Training A has been renamed, must be in an RACP AYAM accredited setting, and must be a minimum of 12 months FTE
- Core Training B has been renamed and can be accredited by the RACP or another College, to a maximum of 12 months FTE
- See Appendix 1 for details on proposed suitable non-core training

<b>CURRENT REQUIREMENT</b>	<p><b>36 months of certified training time</b> consisting of:</p> <ul style="list-style-type: none"> <li>• <b>24 months core</b> training: <ul style="list-style-type: none"> <li>○ <b>12 months</b> in core training A (training in a service dedicated to adolescent medicine, young adult medicine, or a combination of both)</li> <li>○ <b>12 months</b> in core training B (mental health training, high-risk and/or community-based training)</li> </ul> </li> <li>• <b>12 months non-core</b> training</li> </ul>
<b>PROPOSED REQUIREMENT</b>	<p>Complete at least <b>36 months of relevant professional experience*</b>:</p> <ul style="list-style-type: none"> <li>• <b>Minimum 24 months</b> FTE core training in an accredited setting, including: <ul style="list-style-type: none"> <li>○ Minimum 12 months in an accredited RACP AYAM Advanced Training position</li> <li>○ Maximum 12 months in a position, accredited by the RACP or another College, working in AYAM in areas such as: <ul style="list-style-type: none"> <li>▪ mental health</li> <li>▪ high risk youth</li> <li>▪ community-based</li> </ul> </li> </ul> </li> <li>• <b>Maximum 12 months</b> in an approved non-core training position</li> </ul> <p>*it is recommended that trainees gain exposure to the following age ranges:</p> <ul style="list-style-type: none"> <li>• 10 to 14 years old</li> <li>• 15 to 19 years old</li> <li>• 20 to 24 years old</li> </ul>

### LOCATION OF TRAINING

#### Summary of proposed changes

- Training in two different training settings is now required
- Increase from 12 to 24 months of training required to be completed in Australia and/or Aotearoa New Zealand.

<b>CURRENT REQUIREMENT</b>	<ul style="list-style-type: none"> <li>• Complete at least 12 months of training in Australia and/or Aotearoa New Zealand.</li> </ul>
<b>PROPOSED REQUIREMENT</b>	<ul style="list-style-type: none"> <li>• Complete training in at least 2 different training settings</li> <li>• Complete at least 24 months of training in Australia and/or Aotearoa New Zealand.</li> </ul>

### LEARNING PROGRAM

#### Summary of proposed changes

- Learning Plan to replace Learning Needs Analysis

CURRENT REQUIREMENT	<ul style="list-style-type: none"> <li>• 2 Learning Needs Analysis per year</li> </ul>
PROPOSED REQUIREMENT	<ul style="list-style-type: none"> <li>• 1 Learning plan per rotation</li> </ul>

### LEARNING COURSES

#### Summary of proposed changes

- Addition of learning courses that are common to all RACP Advanced Training programs

CURRENT REQUIREMENT	<ul style="list-style-type: none"> <li>• <b>Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety <a href="#">resource</a></b>, by the end of Advanced Training</li> <li>• RACP <b>Working with Adolescents and Young Adults</b> online course, by the end of your first year of Advanced Training</li> </ul>
PROPOSED REQUIREMENT	<ul style="list-style-type: none"> <li>• RACP <b>Advanced Training Orientation</b> resource (within the first six months of Advanced Training)</li> <li>• RACP <b>Health Policy, Systems and Advocacy</b> resource (recommended completion before the Transition to Fellowship phase)</li> <li>• RACP <b>Supervisor Professional Development <a href="#">Program</a></b>, by the end of Advanced Training</li> <li>• <b>Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety <a href="#">resource</a></b>, by the end of Advanced Training</li> <li>• RACP <b>Working with Adolescents and Young Adults</b> online course, by the end of the specialty foundation phase</li> </ul>

### LEARNING ACTIVITIES

#### Summary of proposed changes

- Removal of the logbook

CURRENT LEARNING ACTIVITIES	<ul style="list-style-type: none"> <li>• 1 Logbook</li> </ul>
PROPOSED REQUIRED LEARNING ACTIVITIES	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

## TEACHING PROGRAM

### Summary of proposed changes

- Introduction of Progress Review Panels
- At least one education supervisor during core training will need to be a Fellow of the RACP who is an Adolescent and Young Adult Medicine specialist rather than “practising in Adolescent and Young Adult Medicine”

#### CURRENT REQUIREMENT

##### Core training A

- 1 x supervisor per rotation, who is a Fellow of the RACP practising in Adolescent and Young Adult Medicine
- 1 x supervisor per rotation, who is a Fellow of the RACP

##### Core training B

- 1 x supervisor per rotation, who is a Fellow of the RACP practising in adolescent and young adult medicine
- 1 x supervisor per rotation, with an appropriate Fellowship and/or medical competence for that rotation

##### Non-core training

- 1 x supervisor per rotation, who is a Fellow of the RACP
- 1 x supervisor per rotation, who can be a Fellow of the RACP

#### PROPOSED REQUIREMENT

##### Core training:

- 2 individuals for the role of Education Supervisor
  - **Minimum of 1** supervisor per rotation who is a Fellow of the RACP who is an Adolescent and Young Adult Medicine specialist

##### Non-core training:

- 2 individuals for the role of Education Supervisor
  - **Minimum of 1** supervisor per rotation who is a Fellow of the RACP

##### Other

- **1 individual for the role of Research Project Supervisor** (may or may not be the Education Supervisor)
- **1 RACP committee to act as a Progress Review Panel**

## ASSESSMENT PROGRAM

### Summary of proposed changes

- Supervisors’ reports replaced by Progress reports
- Mini-CEX replaced by Observation captures
- Case-based discussions replaced by Learning captures
- The Research project will now be listed. However, this was always a requirement

#### CURRENT REQUIREMENT

- **1** Supervisor’s report per rotation
- **4** Case-based Discussions per core training year
- **1** Mini-Clinical Evaluation Exercises (Mini-CEX) per core training year

#### PROPOSED REQUIREMENT

- **12** Observation captures per phase
- **12** Learning captures per phase
- **4** Progress reports per phase
- **1** Research project over the course of training

## LTA STRUCTURE



- A learning, teaching and assessment (LTA) structure defines the framework for delivery and trainee achievement of the curriculum standards
- Advanced Training is structured in three phases that establish checkpoints for progression and completion.

## PROGRESS POINTS

- An **entry decision** is made before entry into the program.
- Progress decisions**, based on competence, are made at the end of the specialty foundation and specialty consolidation phases of training.
- A **completion decision**, based on competence, is made at the end of the training program, resulting in eligibility for admission to Fellowship.

## RATING SCALES

Levels	1	2	3	4	5
<b>Entrustable Professional Activities (EPAs)</b>	Is able to be present and observe	Is able to act with direct supervision	Is able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	Is able to act with supervision at a distance (e.g. supervisor available to assist via phone)	Is able to provide supervision
<b>Knowledge guides</b>	Has heard of some of the topics in this knowledge guide that underpin patient care ( <i>heard of</i> )	<b>Knows</b> the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<b>Knows</b> how to apply the knowledge in this knowledge guide to patient care ( <i>knows how</i> )	<b>Frequently shows</b> they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Consistently applies</b> sound knowledge in this knowledge guide to patient care ( <i>does</i> )
<b>Professional Behaviours (competencies)</b>	Needs to work on behaviour in <b>more than 5 domains</b> of professional practice	Needs to work on behaviour in <b>4 or 5 domains</b> of professional practice	Needs to work on behaviour in <b>2 or 3 domains</b> of professional practice	Needs to work on behaviour in <b>1 or 2 domains</b> of professional practice	Consistently behaves in line with <b>all 10 domains</b> of professional practice

## PROGRESSION CRITERIA

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	At entry into training	End of specialty foundation	End of specialty consolidation	End of Transition to Fellowship
Be	1. Professional behaviours	Level 5	Level 5	Level 5	Level 5
	1. Team leadership	Level 1	Level 2	Level 3	Level 5
Do (work tasks)	2. Supervision and teaching	Level 1	Level 2	Level 3	Level 5
	3. Quality improvement	Level 1	Level 2	Level 3	Level 5
	4. Clinical assessment and management	Level 2	Level 3	Level 4	Level 5
	5. Management of transitions in care	Level 2	Level 3	Level 4	Level 5
	6. Longitudinal care	Level 2	Level 3	Level 4	Level 5
	7. Communication with patients	Level 2	Level 3	Level 4	Level 5
	8. Prescribing	Level 2	Level 3	Level 4	Level 5
	9. Clinic management	Level 1	Level 2	Level 3	Level 5
	1. Foundations of AYAM	Level 1	Level 3	Level 3	Level 5
Know (Knowledge Guides)	2. Physical conditions	Level 1	Level 2	Level 3	Level 5
	3. Psychological and behavioural health	Level 1	Level 2	Level 3	Level 5
	4. Gender, sexual, and reproductive health	Level 1	Level 2	Level 3	Level 5
	5. Alcohol and other substance use	Level 1	Level 2	Level 3	Level 5
	6. Nutrition and disordered eating	Level 1	Level 2	Level 3	Level 5

## APPENDIX 1

### Professional Experience – Non-core training

Appendix 1 is to provide further information on the proposed AYAM training requirements.

#### Non-core training

Maximum 12 months of approved non-core training. The following may be suitable non-core training for AYAM:

- adult community disability
- alcohol or other drugs
- child protection
- community child health
- developmental medicine
- gender health
- homeless or high-risk youth health
- Indigenous health
- LGBTQIA+ health
- mental health
- refugee health
- rehabilitation
- sexual health
- youth justice health
- subspecialty training with exposure to adolescent and young adult patients, for example general paediatrics or general medicine
- completion or initiation of a higher degree or research, such as a Masters of Public Health, Masters of Adolescent Health and Wellbeing or Doctorate